U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mr. Sean Walsh
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Oak Elementary School
(As it should appear in the official records)

School Mailing Address 950 South Oak St.
(If address is P.O. Box, also include street address.)

City Hinsdale   State IL   Zip Code+4 (9 digits total) 60521-4579

County   Dupage County   State School Code Number* 190221810042006

Telephone 630-861-4300   Fax   630-887-0240

Web site/URL   http://www.d181.org   E-mail   swalsh@d181.org

Twitter Handle @CCSD181   Facebook Page N/A   Google+ N/A
YouTube/URL
www.youtube.com/user/oakelementaryschoo   Other Social Media Link
l   Blog N/A   N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Renee Schuster, N/A   E-mail: rschuster@d181.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hinsdale CCSD 181   Tel.   630-861-4900
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Marty Turek, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>7</u> Elementary schools (includes K-8)
    (per district designation):   <u>2</u> Middle/Junior high schools
                                            <u>0</u> High schools
                                            <u>0</u> K-12 schools

                                            <u>9</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [X] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. <u>9</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	42	16	58
K	21	16	37
1	26	17	43
2	20	27	47
3	30	17	47
4	23	22	45
5	29	24	53
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	191	139	330

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
8 % Asian
3 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % White
5 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	16
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	347
(5) Total transferred students in row (3) divided by total students in row (4)	0.063
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 3 %
   11 Total number ELL
   Number of non-English languages represented: 5
   Specify non-English languages: Arabic, Urdu, Polish, Chinese, Tagalog

8. Students eligible for free/reduced-priced meals: 5 %

   Total number students who qualify: 15

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: <u>22</u> %
                                                       <u>72</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

10 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	3 Specific Learning Disability
0 Emotional Disturbance	3 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	49 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	21
Paraprofessionals	18
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>19:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes   No <u>X</u>

    If yes, select the year in which your school received the award.

PART III – SUMMARY

Oak School is a public elementary school located in Hinsdale, Illinois, a suburb of Chicago with approximately 17,000 residents. Oak School is one of seven elementary schools in Community Consolidated School District 181, which primarily serves the communities of Hinsdale, Clarendon Hills and Burr Ridge. Oak students attend the larger of the District's two middle schools for Grades 6-8, Hinsdale Middle School. Both middle schools feed into Hinsdale Central High School (Hinsdale Township High School District 86) for Grades 9-12.

Oak School serves 360 students in Grades PreK-5. Oak is home to the District-wide pre-kindergarten program, and staff also provide walk-in speech services for preschool-age children. Two District-wide specialized classrooms are integrated within the learning community. Oak staff is comprised of highly educated professionals who value education and hold high expectations for their schools.

The District 181 vision is "To be a school district where all students experience success and grow in excellence." As such, Oak School uses this vision, as well as the District's philosophy of advanced learning for ALL to help meet the needs of Oak students through rigorous curriculum, best practices for differentiated instruction, student engagement, data-driven decision-making, collaboration meetings, professional development, partnerships between home and school, and attention to growth for the whole child.

In 2010, Oak School incorporated two District-wide programs into the school community, an inclusive preschool program and a self-contained program for students with significant needs. The preschool program, now in its fourth year, has expanded to include three classrooms. The inclusion of these programs into the Oak School community enriches the population with more diversity. The school celebrates this opportunity to come together as one, with all students working together and learning from the unique gifts of each child.

Oak School has a long-standing history of high academic performance on the state assessment, the Illinois Student Achievement Test (ISAT). The school is consistently recognized by the state with the "High Achievement" designation based on students' performance on the ISAT. This success is a result of a highly dedicated staff who hold themselves accountable to high standards of professionalism, continuous learning, and rigor in the classroom. Staff meet regularly to share strategies and ideas, complete book studies, go to workshops and return to share information, and seek opportunities to continuously improve instruction.

The Oak School parent community is just as dedicated to the school and provides support in a multitude of ways. The Parent Teacher Organization actively raises funds to support field trips, cultural arts, learning events, extra-curricular activities, technology, and enhancements for the classroom. Volunteering in the school is a significant investment that Oak parents make in helping the school provide enriching learning opportunities, fun events, and office and library support. One example is "Science Dads" - a group of parents who spend a week in the school each year emphasizing the fun of science with engaging activities. The week culminates with a science demonstration that includes a variety of experiments for the students. The PTO also sponsors extra-curricular activities and clubs, such as chess, cooking, art, community service, and foreign languages.

Oak encourages students to be active in their school and community. At school students participate in special events such as SELAS Week to highlight Social Emotional Learning, Kindness Week, and International Festival. Oak students participate in community service projects, The Hinsdale Rotary Run, Jump Rope for Heart for the American Heart Association, and the Walk the Walk for Autism race. These activities build a sense of community among the students, parent, and staff as they work to support one another and the community.

Each day at Oak School begins with a live video newscast that is produced and anchored by the students. The daily broadcast emphasizes our sense of community and encourages a positive start to the school day. Each broadcast is ended with a reminder to follow our "Three B's" - Be Respectful, Be Responsible, and Be

Safe. These three expectations set the tone for a positive school environment where students and teachers all work toward a common goal.

Oak School is a collaborative and caring environment. Students know that their teachers respect them and are vested in their growth. Students feel safe at school and can focus on learning; they are comfortable taking risks and pushing themselves to achieve more. Teachers, staff, and administrators continuously seek to improve their practice, support one another, and to do whatever it takes to meet student needs.

We are proud to be nominated for the Blue Ribbon Award.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Illinois Standards Achievement Test performance level descriptors are stated in the Interpretive Guide 2010 Illinois Standards Achievement Test as follows:

Exceeds Standards: Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
(http://www.isbe.state.il.us/assessment/pdfs/isat_interpr_guide_2010.pdf)

In February, 2014 the Illinois State Board of Education posted performance definitions that are specific to each content area assessed at each grade level. These performance definitions generally refer to exceeds as students performing above grade level while meets is generally defined as students performing at grade level.

The District 181 vision statement "To be a school district where all children experience success and grow in excellence" clearly articulates the expectations that the district, school, staff, and parents have for student performance on standardized assessments. Oak School staff are committed to pursuing excellence such that all students can achieve the exceeds designation.

Oak School is very proud of our students and their performance on the Illinois Standards Achievement Test. Their results can be contributed to a dedicated professional staff, an engaged group of students, and a supportive parent community.

Oak School has consistently demonstrated high performance on the Illinois Standards Achievement Test. This is evident in the data in both the four year period prior to 2013 when the Illinois State Board of Education raised the cut scores for the performance levels and in the one year with the new performance levels in place. In each of the years for 2009-2012, at least 98% of all our students have met or exceeded on ISAT math, and at least 92% have met or exceeded on ISAT reading.

During this same time period, 2009-2012, the percentage of students exceeding in math and reading has increased. In 2009, 63% of students in third through fifth grade scored in the exceeds category on ISAT math. In 2012, 74% of students in third through fifth grade scored in the exceeds category on ISAT math. In 2009, 54% of students in third through fifth grade scored in the exceeds category on ISAT reading. In 2012, 68% of students in third through fifth grade scored in the exceeds category on ISAT reading.

On the 2013 ISAT, 94% of Oak School students met or exceeded on ISAT math, and 94% met or exceeded on ISAT reading. Oak School was one of very few schools in the state to meet Adequate Yearly Progress (AYP) without the need for mathematical adjustments for the 2013 ISAT. Like other schools, Oak School faced several challenges in regard to the 2013 ISAT assessment: (i) raised cut scores announced by the Illinois State Board of Education, (ii) 20% of questions aligned to the New Illinois Learning Standards incorporating the Common Core, and (iii) meeting the state goal of at least 92.5% of students being proficient (meets plus exceeds) to meet AYP. Oak School staff are proud that students rose to the challenge of more demanding score criteria.

In reviewing the data from the 2013 ISAT, Oak School experienced a drop in the exceeds category in reading and math. While this drop can be explained by the implementation of the new cut scores the staff at Oak School are not satisfied with this explanation. Through professional development on Common Core curriculum, regular collaboration meetings, regular data meetings, flexible and small group instruction, new language arts curriculum, and differentiated instruction we are working to move more students to the exceeds category with the more rigorous cut scores.

Oak School staff takes special care to ensure that all students are learning and growing and hold the same high standards for everyone. While most of our subgroup populations are not reported because they are less than 10 in total count by grade level, we still devote time and resources to meeting their individual needs. In 2013, 94% of all students met or exceeded standards in reading and math. For students with an IEP our school averaged 75% of students meeting or exceeding in reading and math. To close this gap we have provided additional assistance to these students in the classroom and in small group instruction, increased collaboration between the resource teachers and the classroom teachers, and taken part in professional development for inclusion, co-teaching and peer coaching.

2. Using Assessment Results:

At Oak School, we use a variety of assessment data to analyze and improve student performance, drive classroom instruction, and differentiate learning.

At the preschool level, Individual Growth and Development Standards are used to determine students requiring Response to Intervention. This formal assessment is used to identify students who would benefit from additional support.

At the kindergarten level, the Illinois Snapshot of Early Literacy is used as an identification tool for incoming kindergarteners who may need support with letters and sounds. Gross motor testing takes place within the P.E. class to identify those children who need support developing large muscle groups of their body.

In classrooms, we use data from the Illinois Standards Achievement Test as a systemic assessment to evaluate teaching practices. In addition, Oak School uses:

- Pre- and post-testing
- Measures of Academic Progress (MAP)
- Fountas and Pinnell Benchmark Assessment
- AIMSweb: reading fluency, math computation and concepts and application
- District-wide common writing assessment
- A variety of formative assessments used to monitor student progress and identify areas for re-teaching and advancing learners

Teachers use pre-tests to assess students' understanding of upcoming concepts. We use this data in combination with the DesCartes from MAP goal ranges to pinpoint students' needs, and then group students and drive instruction based on those needs. We send a letter to communicate student placement to parents prior to beginning each unit.

Data from the Fountas and Pinnell Benchmarking System is used to monitor students' reading comprehension growth throughout their tenure in our building. Teachers combine the results from this assessment with AIMSweb fluency data. Many teachers use the Comprehensive Assessment of Reading Strategies to identify groups of students who need further instruction in specific reading strategies. These tools guide classroom teachers in creating flexible groups for guided reading instruction.

The MAP test is an important component in both improving student instruction and learning, and informing parents of their students' academic reading and math growth. Students are assessed on MAP three times a year for both reading and math. We use the information in DesCartes to conference with students to create growth targets and plan with the student how to achieve these goals.

Oak School holds student data meetings each trimester. Grade level teachers meet with an interdisciplinary team including the principal, Pupil Services Administrator, differentiation specialist, reading specialist, school psychologist, speech therapist, special education teachers, social worker, and RtI tutors. Student assessment data is maintained in a single document and shared with teachers from one year to the next.

Additionally, those students who are receiving RtI support have a separate file that is shared with the teachers from year to year so the RtI history is in one location.

The results of assessments are shared with students during individual growth conferences with the teacher. Goals are set and achievements are celebrated. Individual data is shared with parents three times a year, while general assessment results are shared via the District website, parent meetings, Principal Chat events, and Board of Education meetings.

3.   Sharing Lessons Learned:

The Oak School staff frequently shares teaching strategies and ideas with teaching staff across the District. For example:

- The third grade team shared their successful model of math instruction to reflect the Common Core State Standards for grade level colleagues across the District.
- The fourth grade team modeled math workshop instruction for grade level colleagues.
- District teachers visited Oak second grade classrooms to observe their reading workshop instruction.
- The Oak building leadership team led an informal discussion on the collaboration process and fielded many questions at a District leadership team meeting.
- Differentiation specialists and school librarians from across the District have visited Oak School to observe collaboration meetings and learn about our Individual Learning Plan projects.
- First and second grade teams from another building met with Oak teachers before launching Words Their Way vocabulary instruction.

These meetings have mainly occurred during the school day to allow teachers the opportunity to observe staff interacting with students. Oak staff also present information during district-wide parent learning events. For example, the differentiation specialist presented to District parents on how classrooms have adopted the workshop model and how a modern day classroom functions with push-in versus pull-out instructional methods. In addition, the differentiation specialist presented on the collaboration process and how powerful it is for planning student engagement and differentiation in the classrooms. She and the school librarian also presented to District parents at our technology symposium on how technology is used to differentiate instruction in the classrooms.

Oak School's sharing does not stop at the District borders. Oak School's Early Childhood Education staff has provided continuing education opportunities for area preschools and community members. The school librarian has presented several times at the annual Illinois School Library Media Association Conference, and the art teacher presented at the Illinois Art Education Association Conference.

Oak School additionally pioneered a state-wide event in the 2012-13 school year. In partnership with the Illinois School Library Media Association, Oak and District staff produced a live broadcast announcement of the Illinois Readers' Choice Award winners. (Students across the state read books from selected lists and cast votes to choose the books that won the awards.) Oak School demonstrated that the entire state could come together for a live event, and based on that event's success, a live announcement is now part of the annual readers' choice programs.

4.   Engaging Families and Community:

Oak School strongly values family and community involvement. The most effective and successful strategy has been establishing positive, collaborative, trusting, and respectful relationships. Staff consistently promote the District's goal of fostering community involvement, transparency, and an environment of trust, with information and data used to improve learning and operations.

Oak is fortunate to have a strong Parent Teacher Organization (PTO). Currently, there are 34 PTO committees dedicated to the shared goal of enhancing student achievement and promoting a positive school experience. Innovative committees, such as Community Readers, Kids Care Club, and Sunrise Writer Club,

represent the constant collaboration between Oak School staff, families and the community. These examples of academic-focused student opportunities promote student achievement and allow success to continue outside of the school day.

Parents are well informed about their child's progress and school activities throughout the year. Every grade level maintains websites to enable Oak parents immediate access to classroom newsletters, current units of study, homework assignments, skill-building links, and other useful information.

Surveys are opportunities to efficiently gather community input and feedback. School-specific data from District surveys and data from surveys such as the Illinois 5Essentials are continually used to inform the school improvement process. Further, highlights of the collected survey data are shared with the community through the District website and the State Report Card.

Oak School believes student success and school improvement are achieved when parents are active and informed members of their child's educational team. For example, the community is encouraged to attend events in the District-sponsored "Family Education Series." Oak's principal, staff, and District personnel present information to strengthen families' understanding of critical issues related to education. When parents are better informed on topics such as the Response to Intervention process, Common Core Math and Science, and interpreting assessment results, they further contribute to Oak students' academic and social emotional success. These series are possible due to strong community partnership with the area high school, the District's Foundation, and staff associations, among others.

Oak has three parent representatives on the District Family Resource Network (FRN). The FRN is a resource, support, and networking group that empowers families with the tools necessary to navigate the educational world. The FRN promotes networking and parent education to enhance communication and understanding.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Oak School is adopting the new Illinois Learning Standards incorporating the Common Core. These standards, which emphasize critical thinking and concept mastery, provide benchmarks for academic progress including skills and knowledge that students should attain by the conclusion of each grade level. As new standards are released for each content area, District 181 and Oak staff continually identify curriculum revision needs.

Oak School's reading curriculum is based on the expectations of the Common Core standards. The standards for English Language Arts bring the four strands of literacy into an integrated model. This integration provides students with the fluency, comprehension, analytical, and communication skills to ensure college and career readiness of our learners. Oak uses a balanced literacy approach to incorporate evidence-based best practices to meet the individual needs of all students.

Oak's math curriculum is based on the Common Core standards, which emphasize eight mathematical practices. Teachers use materials aligned to the Common Core and a workshop model to provide differentiated math instruction. Flexible grouping and ongoing assessment enable students to learn and develop math skills at an appropriate pace.

The hands-on science curriculum engages students in the inquiry process and the scientific method as it is relates to life, physical, and earth/space sciences. The curriculum addresses the integration of sciences with technology and society as students learn the importance of scientific knowledge and its application in everyday life.

Oak's social studies curriculum provides standards-based content, developed from the latest research and organized around eight essential strands: culture; economics; social studies skills; citizenship; geography; government; history; and science, technology, and society. These strands are brought to life through literature, participation in simulations, reenactments, projects, and field trips. The program integrates reading support in every lesson and instills citizenship through real-life role models.

Oak's visual and performing arts curriculum allows students to participate in rich music and art programs. The music curriculum exposes children to a variety of skills and activities which promote singing, playing musical instruments and moving rhythmically. Fourth and fifth grade students have the opportunity to participate in chorus, band, or orchestra. Every grade level produces an annual performance that integrates musical skills and themes of classroom learning to share students' progress with their families. The visual arts curriculum focuses on exposing students to a variety of creative art mediums, artists, styles, and art production techniques.

Oak has a strong Physical Education curriculum. The P.E. program has been awarded the Blue Ribbon Schools designation through the Illinois Association of Health, Physical Education, Recreation and Dance. Daily P.E. classes allow students to engage in physical activity, develop team-building skills, and maintain a healthy level of physical fitness. Goals are met through both individual and team units, which are differentiated to meet students' needs. Students in special education participate in an adaptive P.E. program that is modified to allow all students to engage in physical and recreational activities to the best of their abilities.

Per the Common Core standards, technology is infused into all subject areas, at all grade levels, allowing students to access information, share their learning and demonstrate their learning. Oak students have daily access to technology, which includes iPads and laptop computers in the classroom.

All of Oak's fifth grade students receive Spanish instruction three days a week. The foreign language curriculum includes exposure to conversation and culture.

Oak has a social emotional learning curriculum, as well. District 181 was among the first school districts in Illinois to adopt a curriculum aligned with the Illinois State Standards for Social Emotional Learning. Oak uses the Lions Quest Skills for Growing Program in kindergarten through fifth grade. The early childhood education program implements two social and emotional programs, Promoting Alternative Thinking Strategies (PATHS) and The Incredible Flexible You. Students in this program receive weekly social emotional lessons which are modeled, practiced, reinforced, and integrated throughout each school day. Teachers integrate social emotional learning standards into all curricular areas through literature, classroom discussions, and dramatic role plays. Monthly themes promote social emotional awareness, such as respect, responsibility, and perseverance.

2. **Reading/English:**

Oak School's reading curriculum is based on the Common Core standards. A balanced literacy approach has been implemented to enable all students to achieve these standards. Students are offered a daily balance of reading, writing, word work, and listening and speaking. Teachers have chosen to embed balanced literacy instruction within a workshop setting because it uses evidence-based practice and allows for differentiation to meet the needs of all students.

Through the readers workshop model, teachers use a variety of instructional methods to teach and reinforce foundational skills. They use modeled or shared reading as a whole group lesson based on a specific learning standard. Schoolwide's Reading Fundamentals materials and the Common Core standards guide these lessons. Students then begin independent reading or responding to literature using text-based evidence. Independent reading materials are at their instructional level, which is determined by formal and informal reading assessments. While students read and reflect independently, teachers work with small guided reading groups or conference with students individually. The reading specialist, differentiation specialist, school librarian, special education teacher, or Response to Intervention (RtI) tutor may also work with a guided reading group. Groups are flexible and change based on student need.

Oak staff meet regularly to review student data and make adjustments to the flexible groupings. These collaboration and data meetings may include the classroom teacher, reading specialist, differentiation specialist, RtI tutor, special education teacher, school librarian, administrator and ELL teacher. Assessments reviewed include Fountas & Pinnell Benchmark Assessment, Measures of Academic Progress, aimsweb Reading-Curriculum Based Measure, Comprehensive Assessment of Reading Strategies, Reading Fundamentals unit assessments, and teacher observations.

Individual students or groups that need support have numerous opportunities to learn and grow. The reading specialist and RtI tutors use leveled reading materials to target specific skills or strategies. While these lessons are specific, they always involve discussion. Discussion enables students to articulate their thinking and solidify their skills. The school librarian works to match these students with engaging reading material to spark a love of reading and build confidence.

Above grade level readers are given both materials and instructional support to further enhance their literacy skills. Working with the classroom teacher, the differentiation specialist, or school librarian, students read higher level texts and tackle open-ended assignments that demand creative responses. Using higher order thinking strategies, students dive deeper into text and have meaningful discussions on author's purpose, character analysis, and essential questions.

3. **Mathematics:**

Oak School provides math instruction using the workshop model and a team teaching approach. Classroom teachers work with the differentiation specialist, resource teachers, and RtI tutors to provide differentiated instruction for all students. As a team, teachers and specialists refer to the Common Core standards and plan whole group lessons, leveled guided instruction, and independent practice to reach each student's mathematical needs.

Students are pre-tested on unit concepts. Teachers and specialists use the pre-test score and other assessment data, past performance, and ability to learn new concepts, and place the students into flexible math groups. In Grades K-2, these groups stay within their heterogeneous homerooms. In Grades 3-5, there is some movement between classrooms as groups are placed together for appropriate pacing, enrichment, or support. This approach also allows certain specialists to team teach and work with targeted learning groups. Because this is flexible, students experience instruction led by a variety of teachers and enjoy collaboration with a variety of peers.

During a math class, the teacher's first provide a mini lesson to go over the concept of the day. After approximately 10-15 minutes of whole group instruction, the students are given the opportunity to do math workshop. Some groups begin with the classroom teacher to go deeper into the concept and practice solving problems together, perhaps using manipulatives or the Smartboards to provide instruction to this group. An enrichment group might work in another area to receive instruction from the differentiation specialist, taking the concept to a higher level. Another group might be doing independent practice on iPads or working with another staff member in the room to practice their skills. The teacher has the flexibility to meet with students for additional instruction or allow for independent practice. Homework assignments are differentiated according to individual student readiness.

Students are informally assessed daily to inform teachers if reteaching or review is needed, or if students are ready to move on to higher concepts. Slates and exit slips allow teachers to quickly assess student learning. Unit post-tests, aimsweb, IXL.com, and Measures of Academic Progress (MAP) data also give teachers information to guide their instruction.

4. **Additional Curriculum Area:**

Oak has a strong Physical Education curriculum. The P.E. program earned the Blue Ribbon Schools designation through the Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD). This award recognizes the best physical education and health programs in Illinois. Oak School's application was considered by a state-level panel of physical education educators, and the curriculum was measured against state and national professional standards. As of 2013, only 59 schools had earned the IAHPERD Blue Ribbon Award.

Daily P.E. classes allow students to engage in physical activity, develop team-building skills, and maintain a healthy level of physical fitness. Goals are met through both individual and team units, which are differentiated to meet students' needs.
Oak School's adaptive physical education program provides an interactive, supportive, and appropriate curriculum for students with special needs as well as all children participating in the early childhood education program. This allows all students to engage in physical and recreational activities to promote lifelong learning.

Every year, students and parents participate in Jump Rope for Heart day. This American Heart Association event encourages students to learn about taking care of their hearts and helping others. Students jump rope and raise money for the American Heart Association.

On International Walk to School Day, Oak students walk or ride their bikes to school. This event emphasizes healthier bodies, safer streets, and a cleaner environment. We coordinate our annual International Fest with International Walk to School Day. Every October on International Walk to School Day, we gather as a school community and send our mascot Hootie the Owl off on a trip to our focus country. Hootie's round-trip travels are powered by children and their families recording miles of walking, biking or other exercise. Hootie arrives back in the spring for International Fest.

Oak School participates in the annual Hinsdale Rotary Run. This community run/walk promotes staying healthy and active, while benefiting our school, district, and global community. The District 181 school with the most participants wins the Marianne Biedrzycki Trophy, named after Oak School's current National Board Certified P.E. teacher for her initial involvement in the development of this event.

The physical education department's contributions in educating the whole child, building community among students, staff, and families; and infusing academic content throughout the physical education curriculum contributes to Oak School's mission of creating an environment where all children experience success and grow in excellence.

The early childhood education (ECE) program offers an inclusive and comprehensive educational experience to District 181 students with and without special needs. Oak School's "All Students, All Staff" approach to teaching and learning is embodied by the transdisciplinary approach that the early childhood team takes towards servicing all children in the cognitive, communicative, social/emotional, fine motor, and gross motor domains. Students receive academic instruction in math, language arts, literacy, science and social studies based upon the Illinois Early Learning and Development Standards, which are aligned with the kindergarten Common Core standards. A tapestry of curricula, including The Creative Curriculum, Handwriting Without Tears, Jolly Phonics, Everyday Math, and Read it Once Again integrates all content areas throughout the school day. Informal assessments, as well as Individual Growth and Development Indicators (IGDIs) assessment data, allows staff to monitor student growth and intervention or enrichment needs during this important developmental stage. Response to Intervention and focused interventions are implemented for students based upon this data, as well as team and parent observations.

This collaborative team of educators extends beyond the early childhood staff to include the kindergarten team, as well. Early childhood and kindergarten staff strategically collaborate through open communication, problem solving, co-planning, observations, and transition meetings, which culminate in a seamless learning experience for the District's youngest students. Institute days combined with articulation meetings join the early childhood and kindergarten teams in an effort to align curricula, common language, differentiation methods, and support offered to all students across ECE and kindergarten. Members of the early childhood team, including teachers, speech pathologists, occupational therapists, and the school psychologist, observe kindergarten classrooms to reach a level of familiarity with kindergarten expectations so that they can fully prepare students with the skills and knowledge that they will need to be successful in their current and future school settings.

Through an ongoing strategic plan, the early childhood program at Oak School is continuously reaching new families and setting intentional goals for growth and improvement in servicing students and their families. Feedback from families and the elementary teams continue to strengthen the work being done in the early childhood program. Student report cards, Early Childhood Outcome forms, parent survey responses, and feedback from outside service providers indicate the great impact that the early childhood program has on the whole child, and the important role that the program plays in preparing students for kindergarten.

5. Instructional Methods:

Our District's philosophy is one that calls for differentiation for all students. Oak School lives this philosophy and strives to reach every student's full potential. "All staff for all students" is how we make this instructional method successful.

Collaboration amongst classroom teachers, the differentiation specialist, reading specialist, resource teachers, school librarian, and others is evident in the many flexible groupings and integrated, leveled projects throughout our building. We have monthly collaboration team meetings to provide an opportunity for teachers and specialists to brainstorm, plan, gather resources, and share technology integration ideas.

During these meetings, the team reviews pre-test data, then flexibly groups the children according to their instructional needs for that unit of study. In addition to the pre-test scores, teachers and specialists also consider past performance, assessment data, and the ability to grasp concepts to place the children in correct groups. Because these groups are flexible, students may be shifted to another group. Teachers are constantly assessing, reflecting and moving students if needed. Specialists push into their classrooms to help provide instructional support with these leveled groups.

Math, reading, and writing instruction are delivered using a workshop model at Oak School. This allows for increased student engagement, creates more opportunities for students' giftedness to be demonstrated, and addresses all students' individual instructional needs.

In math workshop, after pre-tests are analyzed and students are placed into appropriate groups for learning, overarching concepts are taught to the whole group using mini lessons, and then students break out into smaller groups for guided instruction and independent practice. For example, one group might engage in math activities on iPads, while another group works with the differentiation specialist to stretch the concept to a higher level, while a third group is receiving closer instruction from the classroom teacher or resource teacher using manipulatives, and a fourth group collaborates and peer conferences to agree upon solutions and share strategies.

Reading and writing workshop is integrated in our instructional practices. For example, a biography lesson is used to integrate reading, writing, and research. In guided reading groups, teachers help the students dive deeper into a variety of leveled biographies. In writing workshop, students work independently to write their own biographies based on personal interest, and then students create movies, iBooks or Keynote presentations on the researched individual. Teachers also differentiate word study and vocabulary development lessons, which is part of students' independent work or guided instruction.

6. **Professional Development:**

Oak School's professional development approach is multi-faceted. It includes involvement from the District, school, and outside sources.

Teachers begin the year developing a Professional Growth Plan driven by the School Improvement Goals. Plans help guide personal professional learning throughout the year. Plans are flexible and can be collaborative. Teachers intentionally choose workshops, mentors, and professional journals aligned with their individual goals that will enhance their work with students and colleagues.

The District's Staff Development Committee, comprised of teachers and administrators, provides opportunities based on current best practices, required mandates, and instructional approaches. A variety of opportunities are offered for differentiated development based on the need or interest of each teacher.

Instructional Practices Inventory walkthroughs are used to gather data on the cognitive engagement of students during the teaching and learning process. The data is collected by trained administrators and then shared with the principal and teachers for the purpose of continuous improvement.

Professional development funds are provided annually to staff. These funds can be used to attend conferences, purchase professional resources, and maintain membership in professional organizations.

New teachers are assigned a peer mentor. Mentors meet regularly with their protegés to discuss topics such as policies, assessments, building climate, communication and any other relevant topic. The mentor and protegé have release time for observations in one another's classrooms; these observations are used to identify and discuss best practices as they relate to student achievement and engagement.

Training is provided for the District's leadership team members to become coaches for their peers, another way to advance professional growth and build the capacity of all teachers and staff. This training builds on the philosophy used at Oak "I do, we do, you do." When working with a specialist, teachers first watch the specialist model a lesson or use a strategy, then practice it by co-teaching with the specialist. Finally, teachers are supported in using the lesson or strategy on their own.

On a voluntary basis, Oak teachers annually choose a particular book to read and study individually, then come together to discuss the book and how it applies to best practices. Such titles include: The Daily 5: Fostering Literacy in the Elementary Grades and The CAFE Book: Engaging All Students in Daily Literary

Assessment and Instruction, both by Gail Boushey and Joan Moser, Units of Study for Teaching Writing by Lucy Calkins, and Out of My Mind by Sharon M. Draper.

7. School Leadership

Leaders collaborate around the common goal of providing our students the best possible elementary education.

The principal is the leader of the building. He respects and values staff opinions and ideas, and asks for them on a regular basis. For example, ideas for the essays in this application were gathered from all staff at the principal's request. His up-to-date knowledge of curriculum and instruction and best practices inform his work with all staff members. He works with staff to use and analyze data on student learning. The Oak School staff knows that the principal trusts in their professional judgment, and that empowers staff to try new instructional strategies and projects to better serve Oak School students. The principal has a good working relationship with the Parent Teacher Organization; the relationship is based on open communication. He is receptive to parent suggestions in the same way he values staff ideas.

Oak School developed a practice that has been replicated across all of District 181. Each month, the differentiation specialist, reading specialist, and school librarian hold collaboration meetings with each grade level team. The grade level teams rotate through for one-hour time slots. Having this daylong meeting allows staff to see issues across the grade levels and develop new ways to support teachers.

All classroom teachers are instructional leaders. In teams, they developed grade level action plans based on the school's annual goals. The building leadership team uses those action plans to support classroom instruction. Teachers help and support each other in problem-solving around curriculum or student issues. Staff members are encouraged to advocate for all students and lead one another in best practices.

Specific examples of staff leadership include the following:

- The reading specialist trains staff on running records and other reading instruction tools;
- The school librarian trains staff on technology tools, and collaborates to integrate them into instruction;
- The early childhood and specialized teams have developed strategic plans to continually develop and improve their programs;
- Staff members serve on the District's leadership team and on various District committees, including curriculum, technology, math, reading, writing, and staff development; and
- Experienced staff members mentor new teachers in the building.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	98	98	100	98	100
% Exceeds	50	87	81	78	77
Number of students tested	44	47	42	58	65
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	0	2	0	0	1
% of students tested with alternative assessment	0	2	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	100	50	100	75	100
% Exceeds	0	50	50	25	33
Number of students tested	2	2	2	4	9
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	97	98	100	98	100
% Exceeds	51	88	78	77	77
Number of students tested	39	41	36	56	60
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: For the 2012-2013 Illinois State Achievement Test:
Cut scores for the "Performance Levels" were raised.
http://www.isbe.state.il.us/assessment/pdfs/2013/isat/cut-scores13.pdf

20% of the test items were aligned to the New Illinois Learning Standards aligned to the Common Core.

Students Alternatively Assessed (Illinois Alternative Assessment): Over the 5 years of assessment data reported there are a very small number of students who are recorded as IAA. In 2008-2009, one students accounted for 1.5% (rounded up for the report to 2%) of tests in third grade. In 2011-2012 two students accounted for 2.1% of students tested in third grade. In 2012-2013 one student accounted for 1.9% (rounded up for the report to 2%) of fourth grade students. These percentages reach 2% based on the smaller grade level sizes at Oak School. With just one or two students in these small class sizes (between 47-65 students) taking the Illinois Alternative Assessment, the percentage quickly reaches 2%, especially with rounding. We take very special care in determining whether or not a student should take the Illinois Alternative Assessment and follow the state guidelines for eligibility. As seen in the data, very few students have taken this assessment over the 5-year period reported.

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	87	100	98	100	100
% Exceeds	46	74	71	66	59
Number of students tested	52	46	63	64	49
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	50	100	80	100	100
% Exceeds	0	100	60	44	0
Number of students tested	4	3	5	9	7
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	89	100	98	100	100
% Exceeds	48	69	75	65	58
Number of students tested	44	39	56	60	48
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: For the 2012-2013 Illinois State Achievement Test:
Cut scores for the "Performance Levels" were raised.
http://www.isbe.state.il.us/assessment/pdfs/2013/isat/cut-scores13.pdf

20% of the test items were aligned to the New Illinois Learning Standards aligned to the Common Core.

Students Alternatively Assessed (Illinois Alternative Assessment): Over the 5 years of assessment data reported there are a very small number of students who are recorded as IAA. In 2008-2009, one students accounted for 1.5% (rounded up for the report to 2%) of tests in third grade. In 2011-2012 two students accounted for 2.1% of students tested in third grade. In 2012-2013 one student accounted for 1.9% (rounded up for the report to 2%) of fourth grade students. These percentages reach 2% based on the smaller grade level sizes at Oak School. With just one or two students in these small class sizes (between 47-65 students) taking the Illinois Alternative Assessment, the percentage quickly reaches 2%, especially with rounding. We take very special care in determining whether or not a student should take the Illinois Alternative Assessment and follow the state guidelines for eligibility. As seen in the data, very few students have taken this assessment over the 5-year period reported.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	98	98	97	96	100
% Exceeds	54	60	54	40	51
Number of students tested	48	62	65	50	69
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	100	80	83	71	100
% Exceeds	60	40	17	0	13
Number of students tested	5	5	6	7	8
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	97	98	97	96	100
% Exceeds	53	60	51	40	52
Number of students tested	38	55	59	48	68
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: For the 2012-2013 Illinois State Achievement Test:
Cut scores for the "Performance Levels" were raised.
http://www.isbe.state.il.us/assessment/pdfs/2013/isat/cut-scores13.pdf

20% of the test items were aligned to the New Illinois Learning Standards aligned to the Common Core.

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	96	96	98	92	97
% Exceeds	48	70	57	66	52
Number of students tested	44	47	42	58	64
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	0	2	0	0	1
% of students tested with alternative assessment	0	2	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	100	50	100	50	88
% Exceeds	0	50	50	25	25
Number of students tested	2	2	2	4	8
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	95	95	97	91	97
% Exceeds	49	71	56	66	53
Number of students tested	39	41	36	56	59
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

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http://www.isbe.state.il.us/assessment/pdfs/2013/isat/cut-scores13.pdf

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Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	92	98	97	97	96
% Exceeds	42	65	64	70	51
Number of students tested	52	46	63	64	49
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	75	100	80	89	71
% Exceeds	0	67	20	56	0
Number of students tested	4	3	5	9	7
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	93	97	96	98	96
% Exceeds	39	64	68	70	50
Number of students tested	44	39	56	60	48
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

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http://www.isbe.state.il.us/assessment/pdfs/2013/isat/cut-scores13.pdf

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: Illinois Standards Achievement Test
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	96	97	94	88	97
% Exceeds	42	69	52	42	59
Number of students tested	48	62	65	50	69
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	80	60	50	57	100
% Exceeds	60	40	0	14	0
Number of students tested	5	5	6	7	8
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	95	96	97	90	97
% Exceeds	37	69	53	42	60
Number of students tested	38	55	59	48	68
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: For the 2012-2013 Illinois State Achievement Test:
Cut scores for the "Performance Levels" were raised.
http://www.isbe.state.il.us/assessment/pdfs/2013/isat/cut-scores13.pdf

20% of the test items were aligned to the New Illinois Learning Standards aligned to the Common Core.